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QUEEN'S UNIVERSITY

Faculty of Education

ANNUAL CALENDAR

Eighth Session, 1914-1915

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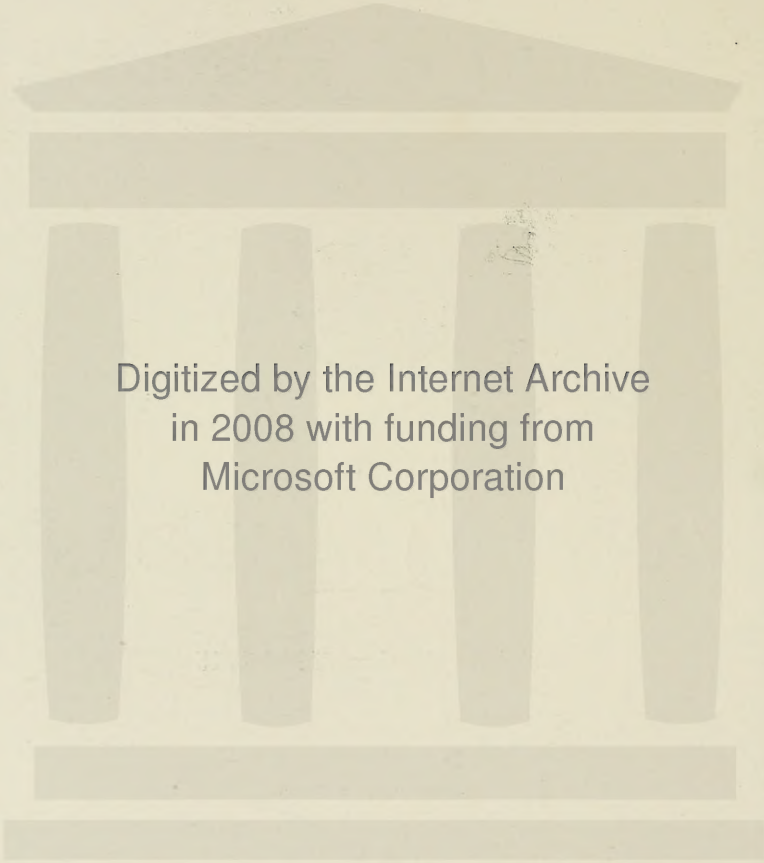
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QUEEN'S UNIVERSITY.

This Calendar is for the use of persons intending to take a University course in the *Faculty of Education.*

For *Arts* and *Theology* Calendar address THE REGISTRAR, Queen's University, Kingston, Ontario.

For *Medical* Calendar apply to THE SECRETARY, Medical School, Kingston, Ontario.

For *Science* Calendar (School of Mining), including all courses in Engineering, address THE SECRETARY of the School of Mining, Queen's University, Kingston, Ontario.

For lists of graduates, students, scholarships and prizes and pass lists in all Faculties, see complete Arts Calendar.

The Arts Calendar, Part II, contains the lists of graduates, undergraduates, winners of scholarships and prizes, and examination results in all Faculties. It may be had from THE REGISTRAR, price 25 cents, postage 12 cents extra.

The Examination Papers in all Faculties may be had bound for fifty cents, postage twelve cents extra. Apply to THE REGISTRAR.

FACULTY OF EDUCATION.

PRINCIPAL

VERY REV. D. M. GORDON, D.D., LL.D.

REGISTRAR

GEO. Y. CHOWN, B.A.

OFFICERS OF INSTRUCTION.

Session of 1914-15.

H. T. J. COLEMAN, B.A., Ph.D.,
Professor of the Science of Education and Dean of the Faculty.

W. E. MACPHERSON, B.A., LL.B.,
Professor of the History of Education and Lecturer in Methods in History.

J. RUSSELL STUART,
Lecturer in Elementary Education.

E. O. SLITER, M.A.,
Lecturer in Methods in Classics.

W. R. SILLS, M.A.,
Lecturer in Methods in Mathematics.

GEORGE S. BALE, B.A.,
Lecturer in Methods in French and German.

W. J. SAUNDERS, M.A., M.S.
Lecturer in Methods in Science.

WM. G. ANDERSON, B.A.,
Lecturer in Methods in English.

AUGUSTUS F. HATCH, B.A.,
Lecturer in Manual Training.

W. M. SHURTLEFF,
Lecturer in Art and in Commercial Work.

R. M. CHASE, B.A.,
Lecturer in Music.

MISS E. BOOTH,
Lecturer in Household Science.

G. A. PALMER,
Lecturer in Physical Training.

Members of the Staff of the Kingston Collegiate Institute who act as Critic Teachers.

Miss Hattie L. Chown, Mr. J. W. Fraser, B.A; Mr. W. P. Hedley, B.A.; Miss E. Henstridge, M.A.; Mr. J. W. Kelly, B.A.; Miss Cora T. Watt, B.A.

Members of the Staff of Victoria School who act as Critic Teachers.

Mr. J. G. Ettinger, B.A.; Miss Emma Abrams, Miss Isobel Bureau, Miss Hattie Conley, Miss S. E. Connor, Miss Florence Hentig, Miss E. Hoppin, Miss Elizabeth Walsh.

ACADEMIC YEAR.

1914.

Oct. 1. Classes in Education open.

Oct. 16. University Day—a holiday.

Dec. 23. Christmas holidays begin, at 5 p.m.

1915.

Jan. 5. Classes reopen.

Feb. 17. Ash Wednesday—a holiday.

Apr. 2. Good Friday—a holiday.

Apr. 15. Time expires for receiving applications for May examinations.

Apr. 27. Lectures in Education close.

Apr. 28. Convocation for distributing prizes, announcing honours and conferring degrees in Arts, Medicine, Science and Theology.

May 3. Examinations in Education begin.

GENERAL INFORMATION.

The eighth session of the Faculty of Education in Queen's University will open October 1st, 1914, and close May 31st, 1915.

The Faculty of Education is the University's professional school of education. It trains candidates for diplomas in Education, and in particular for Provincial certificates as Inspectors, First-class Public School Teachers, High School Assistants and Specialists in Classics, English and History, Moderns and History, French and German, Mathematics, and Science. It also offers courses for degrees in Pedagogy.

All classes except such as are directly practical are held in the Arts building of the University, and every opportunity is given to the students to share to the full in all phases of University life. The Victoria Public School and the Kingston Collegiate Institute, situated within one minute's walk from each other, and a block from the University, are used by the Faculty as model schools for observation and practice.

Application for admission to the Faculty should be made to the Secretary of the Faculty of Education, Queen's University, Kingston, before October 1st, and applications for examination before April 2nd. All fees should be paid to the Registrar of the University.

EXPENSES OF COURSE.

The following statement of expenses (taken from the Arts Calendar) is based on information obtained from students who have kept an account of their expenditures. The estimates do not include personal expenses.

For a Session (October to May).

Board, lodging and laundry	$130	to	$180
Books, stationery, etc.....	15	to	25
Fees	25	"	25
	$170		$230

The average student pays for table-board from $3.25 to $3.75 a week; and for room from $1.25 to $2.00 a week. A few pay as little as $4.00 for board and room; others pay $6.00 or more. Anyone, however, may count on finding satisfactory board and lodging at from $5.00 to $5.25 a week.

BOARDING HOUSES.

Lists of Boarding Houses may be obtained from the Registrar, or from the Secretary of the Faculty. Requests for these should state whether they are required for men or women students.

Men and women students are not permitted to lodge in the same houses unless they are members of the same family or receive special permission from the Senate. A list of approved houses where suitable accommodation is provided for women students will be furnished on application to the Registrar or to the Secretary of the Faculty.

ADVISER OF WOMEN STUDENTS.

The University has appointed Mrs. W. E. McNeill, M.A., to assist the women students in planning their courses, to give them information and help of various kinds, and to advise them in all matters in which they feel the need of counsel.

Mrs. McNeill may be reached by correspondence addressed to her at the University; and during term time she may be consulted at her office in the New Arts Building.

ADMISSION.

A candidate for admission to the Faculty of Education shall make application on a form to be obtained from the Secretary of the Faculty and shall submit with this application:

1. A certificate from a competent authority that he will be at least 19 years of age before the first of October.

2. A certificate from a clergyman or other competent authority that he is of good moral character.

3. A certificate in detail from a physician that he is physically fit for the work of a teacher and especially that he is free from serious pulmonary affection and from serious defects in eyesight and hearing.

4. One of the following:

(*a*) His certificate of graduation in Arts after a regular course from the Registrar of any University in the British Dominions, said certificate to be subject to the approval of the Minister of Education.

(*b*) His certificate of graduation in the Science of Agriculture, B.Sc. (Agr.), after a regular university course approved by the Minister of Education.

(*c*) His full certificate for Entrance into the Faculty of Education.

(NOTE:—No one will be granted a teacher's certificate by the Department of Education who does not agree to teach thereon in the schools of the Ontario provincial system for at least the first year of his subsequent teaching experience. A violation of this agreement will lead to a cancelling of the teacher's certificate.)

COURSES OF STUDY.

1. The General Course for an Interim First Class Certificate and an Interim High School Assistant's Certificate.
2. The Advanced Course, for Interim High School Assistants' Certificates.
3. Special Courses for Interim Specialists' Certificates.
4. The Special Course for Public or Separate School Inspector's Certificates.

THE GENERAL COURSE.

The General Course may be taken by any student who has been duly admitted. It trains for certificates as teachers in Public, Separate, Continuation, and High Schools, and consists of three parts:—

Part I.

1. The History of Education, the Science of Education (including Psychology, Child Study, and General Method), School Organization and Management, and Special Methods in the subjects of the Public and Separate School Courses not included in Part II below, and in the following subjects of the High School Courses:—

   English, History and Geography, Mathematics, Latin, and one of the following groups:

   (*a*) Biology, Physics, Chemistry, and Mineralogy.
   (*b*) French and German.
   (*c*) Greek and French.
   (*d*) Greek and German.

2. A review, from the academic standpoint, of the subjects of the Public School Courses and of the High School courses to the end of the Middle School. This review will be limited to such

portions of each subject as may be necessary to determine the scholarship of the candidates and to illustrate the methods of instruction in that subject.

Part II.

A course of instruction, both academic and professional, in the Nature Study, Vocal Music, Manual Training (for men), and Manual Training (Forms I, II, III) with Household Science (for women) of the Public School Course, and the Reading, Art, Bookkeeping and Writing, Elementary Science, and Physical Culture and Hygiene of both the High and the Public School Courses.

Part III.

1. Observation and Practice Teaching in Public and High School grades with Observation in ungraded rural schools.
   The Observation will involve the equivalent of forty school lesson-periods: the Practice Teaching, for those who have taught at least one year in Public or Separate Schools, the equivalent of twenty school lesson-periods, and, for all other students, the equivalent of twenty five school lesson-periods.
2. Both the Observation and the Practice Teaching may be increased according to the experience, aptitude, and progress of the student.
3. In Observation and Practice Teaching the emphasis will be laid upon the work of the Public Schools and the Lower School of the High Schools.

THE ADVANCED COURSE.

The Advanced Course may be taken by students who, before the beginning of the session, are graduates in Arts or who hold the degree of B.Sc. (Agr.) as herein prescribed. It trains for certificates as teachers in Continuation and High Schools, and consists of three Parts:—

Part I.

1. The History of Education, the Science of Education, (including Psychology, Child Study, and General Method), School Organization and Management, and Special Methods in the following subjects of the High School Courses:—

   English, History and Geography, Mathematics, Latin, and one of the following groups:

   (*a*) Biology, Physics, Chemistry, and Mineralogy.

   (*b*) French and German.

   (*c*) Greek and French.

   (*d*) Greek and German.

2. A review, from the academic standpoint, of the subjects of the High School courses to the end of Middle School. This review will be limited to such portions of each subject as may be necessary to determine the scholarship of the candidates and to illustrate the methods of instruction in that subject.

Part II.

1. A course of instruction, both academic and professional, in the Reading, Art, Bookkeeping and Writing, Elementary Science, and Physical Culture and Hygiene of the High School Courses.

2. One at least of the Seminar Courses hereinafter defined, selected with the approval of the Faculty of Education, from each of the following Groups:—

   Group A. History and Criticism of Educational Systems, Science of Education.

   Group B. Classics, English and History, French and German, Mathematics, Science.

Part III.

Observation and Practice Teaching in the High School grades. The Observation will involve the equivalent of forty lesson-periods: the Practice Teaching, for those who have taught at least one year in Public or Separate Schools, the equivalent of twenty school lesson-periods, and, for all other students the equivalent of twenty-five school lesson-periods. Both the Observation and the Practice Teaching may be increased according to the experience, aptitude, and progress of the student.

MODIFICATION OF COURSES.

1. Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of optional groups in Part I of either of the regular courses as will suit the condition of candidates for Provincial certificates who obtained their academic standing in courses which did not include all the subjects of any one of said optional groups.

2. Candidates who hold provincial professional certificates in Art, Household Science, Manual Training, Vocal Music and Commercial Subjects, may be exempted from the courses and examinations in these subjects. Candidates holding Provincial certificates in Physical Culture shall take the Courses but may be exempted from the examinations.

3. Candidates who have passed in Household Science as a bonus at the examination for Entrance to the Normal Schools may be exempted from the academic work in sewing and cooking but shall take the methodology of the subject. Candidates who have passed in Manual Training as a bonus at the same examination may be exempted from the course in wood-working of Form IV but shall take the Manual Training of Forms I, II and III of the Public and Separate Schools, together with the methodology of the subject.

SPECIAL COURSES.

Special Courses include:—

1. Courses for Specialists. In both the General and the Advanced Course, special courses will be provided for candidates for certificates as specialists in the different departments recognized by the Department of Education.

2. A special course for Inspectors of Public Schools in the following subjects upon which the final examination will be held:
Modern Tendencies in Education; Modern Educational Systems; History of Public Education in Ontario; School Administration and Law; School Inspection, including the Supervision of Instruction in all subjects of the Public School Course.

3. Such other special courses as may be offered from time to time.

EXAMINATIONS.

1. (*a*) With the exceptions indicated below, the standing of the students in attendance in the subjects of the *General* or the *Advanced Course* or in a *Special Course* shall be determined by the combined results of the term work and the final examinations. The term work shall consist of such exercises and tests as the Faculty may prescribe. The maximum marks for this term work shall not be more than 40 per cent. of the aggregate of marks for each subject.

(*b*) In Nature Study, Vocal Music, Manual Training, Household Science, Reading (of the High School Course), Art, Bookkeeping and Writing, Physical Culture, and the Seminars, the standing of the students in attendance shall be determined wholly by the term work.

(*c*) The standing of candidates not in attendance shall be determined by the results of the final examinations, or in the case of subjects enumerated in (*b*) above, by such practical exercises and tests as the Faculty may prescribe.

2. (*a*) Examinations are held at Queen's University or at such local centres as may be selected by the Senate.

(*b*) Written examinations and other tests are held in the following subjects at the close of the Session: Science of Education, School Organization and Management, Vocal Music, Art, Physical Culture, the Seminars, Methods in the English and Mathematics of the High School course, and in the Public School subjects referred to in Part I of the General Course. The examinations for specialists and public school inspectors are also held at the close of the session. The other written examinations or the tests in the other subjects may be held at convenient periods during the session.

(*c*) Candidates not in attendance may take their examinations and other tests in May or at such times and under such conditions as obtain with candidates in attendance.

3. The percentage requirements for a pass in the General and Advanced Courses are forty per

cent. of the marks for each subject, and sixty per cent. of the aggregate of marks for each of Parts I, II, and III. The requirements in the Inspectors' Course are forty per cent. of the marks for each paper and sixty per cent. of the aggregate of marks; in the Specialist Courses sixty per cent. of the marks in each paper or subject. Honours may be awarded either in the General or in the Advanced Course to any who obtain at least 75 per cent. of the aggregate of marks. Honours will be awarded only when all the examinations of a course are completed at one time.

4. A candidate unsuccessful in Part III or a candidate who, although successful in Part III, has not obtained at least 35 per cent. of the marks for each subject in Parts I and II, and at least 55 per cent. of the aggregate of the marks for each of said Parts, will be required to attend a second session and pass in Parts I., II., and III. Unsuccessful candidates who are not required to attend a second session may complete their courses by passing in such Part or Parts (taken together or separately) as they have not already taken.

ATTENDANCE

1. Regular attendance in the General and Advanced Courses is indispensable, except for such students as are exempt from attendance under the Regulations of the Department of Education and for such other students as may be permitted by the Dean to act, for not more than a total of one month, as substitute teachers in the schools controlled by the Department of Education.

2. A return of the attendance shall be made to the Minister of Education at the close of the session.

3. Students who in the opinion of the staff are unduly deficient in scholarship or whose conduct or progress or general health is unsatisfactory may be dismissed from attendance at any time during the session.

SPECIALISTS.

Candidates for Specialists' certificates under the Regulations of the Department of Education shall have their academic standing approved by the Department of Education before entering upon their special courses. No students in attendance except those who have had their standing approved may be admitted to the final examinations. Other candidates for admission shall submit their claims to the Dean for his adjudication.

FEES.

1. The annual fee for the General or the Advanced Course (with or without the course for Specialists), which shall include the library, gymnasium and examination fees, shall be $25.00. The fee for the examination in the General or the Advanced Course when the examination is not taken during the regular session or when it is taken by students not in attendance, shall be $15.00 or $10.00 for each Part when taken in Parts. The fee for the Specialists' examination when taken apart from the regular course shall be $5.00 for each examination paper. The fee for the inspectors' examination shall be $15.00.

2. All students exempt from attendance, who are duly registered in the Faculty and who pay a fee of $10 (which shall not in this case include the fee for examination) may receive from the staff of the Faculty such guidance in their courses as may reasonably be expected by students not in attendance.

TEACHERS' CERTIFICATES.

I. Certificates of qualification may be awarded by the Department of Education on the results of the examinations of the Faculty of Education as follows:

(1) *Interim High School Assistants' Certificates* to candidates who are twenty-one years of age, who have attended regularly, and who have obtained in each of Parts I, II and III of their courses forty per cent. of the marks in each subject and sixty per cent. of the aggregate of marks.

(2) *Interim First-Class Certificates* to candidates who have attended regularly, and who have obtained in each of Parts I, II, and III of their course forty per cent. of the marks in each subject and sixty per cent. of the aggregate of marks.

(3) *Interim High School Assistants' Certificates* to candidates who are twenty-one years of age, who are exempt from attendance, and who have obtained in each of Parts I and II and III of their course forty per cent. of the marks in each subject and sixty per cent. of the aggregate of marks.

NOTE:—Candidates who have passed in one of the parts under former regulations shall complete their examination under said regulations with the same percentages for pass as are required herein.

(4) *Interim First-Class Certificates* to candidates who are exempt from attendance, and who have obtained in each of Parts I and II of their course forty per cent. of the marks in each subject and sixty per cent. of the aggregate of marks.

(5) *Interim Second-Class Certificates,* valid for two years to students in the General Course who have attended regularly and who have obtained at least thirty-five per cent. of the marks for each subject in Parts I and II, and at least fifty-five per cent. of the aggregate of the marks for each of said Parts, and have passed in Part III.

(6) *Interim High School Specialists' Certificates*:

(*a*) To candidates in attendance who have fulfilled the conditions of one of the regular Courses and who have obtained sixty per cent. of the marks

assigned to the Special Course or Courses of their department.

(*b*) To candidates who are exempt from attendance and who have obtained sixty per cent. of the marks assigned to the paper or papers in the Special Course of their departments.

(7) *Public School Inspectors' Certificates*:—To candidates who have obtained forty per cent. of the marks in each paper and sixty per cent. of the aggregate of marks.

II. *Special Cases of Candidates Exempt from Attendance.*

(1) Teachers who have been granted only Interim High School Assistants' Certificates may, without further attendance, obtain Interim First Class Certificates, by passing at one subsequent examination and with the prescribed percentages in the special Public and Separate School subjects of the General Course and by satisfying the Faculty by a practical test of their ability to teach Public or Separate School classes.

(2) Teachers who hold First-Class or High School Assistants' Certificates, interim or permanent, may, without further attendance, obtain Interim Specialists' certificates, provided they hold the necessary academic certificate and pass the professional examinations for such standing in the Special Courses prescribed for such certificates.

(3) Teachers who hold permanent Second Class certificates, with the academic standing prescribed for admission into the Faculties of Education, and who present certificates of at least five years' successful experience (all in Canada and at least one-half in Ontario) from the Public or Separate School Inspectors under whom they have taught during that period, may write at the examination in the General Course, taking Parts I and II together or separately, but without taking the prescribed session, or being required to pass in Part III. Such candidates will be granted Permanent First Class certificates, and Interim High School Assistants' certificates also, on satisfying the Faculty, by a practical test, of their ability to teach High School classes.

(4) Unsuccessful candidates who have attended a Session in any Course, and who, of the aggregate of the marks for the term's work and final examinations, have obtained at least sixty per cent. in Part III, thirty-five per cent. in each subject of Parts I and II and at least fifty-five per cent of the aggregate of the marks for each of said Parts, may write at the examinations for Interim First-Class or High School Assistants' Certificates without taking the session over again or being required to take again the Part or Parts in which they have already passed.

III. *Values of Interim Certificates.*

(1) An Interim Second Class Certificate shall entitle the holder to teach in a Public or Separate School.

(2) An Interim First-Class Certificate shall entitle the holder to teach as Principal or Assistant in a Public School, as Assistant in a Continuation School or as Principal of a Grade B or Grade C Continuation School if endorsed by the Minister as valid for such Principalship after two years' successful experience as attested by the inspectors.

(3) An Interim High School Assistant's Certificate shall entitle the holder to teach as assistant in a High School or a Grade A, and, if the Principal holds an Interim or Permanent First-Class Public School certificate, in a Grade B Continuation School.

(4) Interim Certificates may be extended from year to year by the Minister of Education on the report of the Public, Separate, Continuation, or High School Inspector under whom the holder of the certificate has last taught or on the application of the holder if he has not taught thereon.

IV. *Permanent Certificates.*

(1) After at least two years of successful experience on a professional certificate as a teacher in a Public or Separate School, the holder of an Interim First or Second Class Certificate shall, on the report of the last Inspector concerned, be entitled to a permanent certificate provided, however, that he is then twenty-one years of age.

(2) After at least two years of successful experience as a teacher in a Continuation or High School, subsequent to the date on the face of the certificate, the holder of an Interim High School Assistant's certificate, ordinary or specialist, shall, on the report of the last visiting Inspector concerned, be entitled to a permanent certificate of the same grade. In the case of a specialist he shall also satisfy the Inspector of his competency to teach the Upper School subjects of his department.

(3) A Bachelor or Master of Arts or a Bachelor in the Science of Agriculture who holds a High School Assistant's certificate, and who, as shown by the report of the last visiting High School Inspector concerned, has taught successfully at least three years (two of which were spent in a High School or in a Continuation School with at least two teachers) shall be entitled to a certificate as Principal of a High School or Collegiate Institute or of a Continuation School with at least two teachers.

DETAILS OF COURSES.

Note.—The bibliographies given below are merely *suggestive;* no text-books are *required.* The first book mentioned under each subject is the one preferred.

Part I.

HISTORY OF EDUCATION AND EDUCATIONAL SYSTEMS.

Note.—In the History of Education attention will be given to the social conditions and ideals from which the educational ideals and practice arose. Education is one factor of civilization and it must be studied in its relationships; not as an isolated phenomenon. Section A will be studied in outline, Section B in greater detail.

A.

Evolution of education in primitive society.

Oriental education.

Educational Ideals of Eastern and Western nations compared.

Greek life and civilization; Old Greek education with Spartan education as its type; New Greek education with Athenian education as its type; the Sophists and the great educational theorists, Socrates, Plato and Aristotle; the idea of a liberal education.

Roman life and civilization; Roman educational ideals and practices contrasted with those of Greece; great educational theorists, Cicero and Quintilian; the idéa of a practical education.

Life in the Middle Ages; Christianity and education; the education of the monastery and the castle; development of schools in Charlemagne's Empire and in Ireland and England; scholasticism and the rise of the universities.

The Renaissance and the rise of humanism; educational significance of the renaissance; the work of Petrarch, Erasmus, Vittorino Da Feltre, Ascham and Sturm.

The Reformation and counter-reformation; Luther and elementary education; The Jesuits and the teaching orders.

Realism and science in education; types of realism represented by Rabelais and Montaigne, Mulcaster, Milton and Locke, Bacon and Comenius.

B.

Education according to nature; development of the new ideal in Rousseau and Basedow.

The psychological ideal in education as represented in the work of Pestalozzi, Herbart, and Froebel.

The sociological and scientific ideals, as represented by Spencer and modern theorists.

The development of public education in Germany, Great Britain, France, the United States and Ontario.

Present-day tendencies in education.

References:—

Monroe, *Brief Course in the History of Education.*
Graves, *Great Educators of Three Centuries.*
Parker, *History of Modern Elementary Education.*
Davidson, *History of Education.*
Monroe, *Text-book in the History of Education.*
Freeman, *Schools of Hellas.*
Wilkins, *Roman Education.*
Woodward, *Vittorino da Feltre and other Humanist*
Laurie, *John Amos Comenius.* [*Educators.*
Davidson, *Rousseau and Education according to Nature.*
Green, *Pestalozzi's Educational Writings.*
De Garmo, *Herbart and the Herbartians.*
Graves, *History of Education,* 3 vols.
Fletcher & Welton, *Froebel's Chief Educational Writings.*
Adamson, *Pioneers of Education.*
Roberts, *Education in the Nineteenth Century.*
Paulsen, *German Education.*

SCIENCE OF EDUCATION.

A. Principles of Education.

1. *Introduction.*—The meaning and aim of education; statement and examination of typical theories; individual and social elements in education; the school as an agency of social progress; its relation to other social institutions, the home, the state, the vocation, etc.; the school as a means of individual growth and development; the problem of individual differences in children; the curriculum as a nexpression of social values; its origin; phases of its growth; present-day movements for reform of the curriculum.

Physical Aspects of Education.—The significance of infancy; the native physical endowment of the child; heredity and environment as factors in human development; instinct in education, its relation to habit and intelligence; physical growth and development; motor activities in education, their relation to mental and moral development; play as a factor in education; the mental and moral bearings of school-room hygiene; fatigue, its signs, causes, laws, results.

Mental Aspects of Education.—The doctrine of self-activity; imitation and curiosity as factors in mental growth; the nature of the learning process; terms as experience, knowledge, judgment, etc.; place of analysis and synthesis, deduction and induction in the growth of experience.

Moral Aspects of Education.—The instinctive element in morality; the social element in morality; the moral aspect of the various school-room activities; the curriculum as an agency in moral instruction and moral training; the teacher as a factor in the moral life of the child.

Social and Vocational Aspects of Education.—Liberal and applied education supplementary to each other; place of industrial teaching in an educational system; relation of manual activities to mental attitudes of children and to doctrine of formal discipline; law, government and social requirements, including citizenship and social ethics as elements in education.

2. The study in class of certain educational classics selected from the following list: Milton—Tractate on Education; Locke—Thoughts on Education, and Conduct of the Understanding; Rousseau—Émile; Froebel—The Education of Man; Rein—Outlines of Pedagogics; Spencer — Education; Dewey — The School and Society.

References:—

Raymont, *Principles of Education.*
Henderson, *Principles of Education.*
Ruediger, *Principles of Education.*
Horne, *Psychological Principles of Education.*
Elwood—*Sociology and Modern Social Problems.*
Dewey, *School and Society, The School and the Child.*
Scott, *Social Education.*

B. Psychology, Child Study and General Method.

Relation of the mental to the physical. Inborn tendencies, sensation, perception, attention, memory, imagination, conception, apperception, judgment and reasoning, feeling and emotions, interest, habit, will, character, motor activity, curiosity,

suggestion and imitation, heredity and environment, adolescence and child study, meaning of instruction and education, psychologic foundations of method, general principles, function and conduct of the recitation, including a discussion of such topics as typical lesson forms and teaching devices, planning for a lesson, class preparation for a lesson, development of a lesson, lesson plans.

References:—

Pillsbury, *Essentials of Psychology.*
Thorndike, *Principles of Teaching.*
James, *Talks to Teachers on Psychology.*
Kirkpatrick, *Fundamentals of Child Study.*
Sandiford, *Mental and Physical Life of School Children.*
Strayer, *A Brief Course in the Teaching Process.*
McDougall, *Psychology* (Home Univ. Library).
Bagley, *The Educative Process.*

SCHOOL ORGANIZATION AND MANAGEMENT.

The discussion of the various topics mentioned below will include a statement of the School Law and Regulations of Ontario pertinent thereto:

(1) Nature of problem; forms of educational control; executive and legislative functions of Department of Education; school boards and their functions; inspectors and other school officials; relation of inspectors and principals to teachers; trustees; finance of education; local and provincial burdens; business administration.

(2) Types of schools; functions of each type; primary, secondary, and higher schools; consolidated schools; day and evening schools; training schools; commercial, industrial, agricultural and technical schools; schools for sub-normal children, defectives and delinquents.

(3) School sites and surroundings; school buildings, construction, caretaking, heating, ventilation, lighting, sanitation, decoration, equipment; libraries and apparatus; textbooks, their authorization, use and abuse; free textbooks.

(4) The teacher; qualifications and certificates; appointment, tenure, promotion; retardation and elimination; examinations; records; prizes and other incentives.

(5) Time-tables and daily programmes for various types of schools; attendance records.

(6) School hygiene; medical inspection.

References:

Bagley, *Class-room Management.*

Landon, *Principles and Practice of Teaching and School Management.*

The School Law and Regulations of Ontario.

Shaw, *School Hygiene.*

METHODS IN PUBLIC SCHOOL SUBJECTS.

For the details of courses in certain Public School subjects not mentioned under this heading, reference should be made to the subjects in Part II. For the details of courses in the subjects of Fifth Classes and Continuation Schools, reference should be made to the High School subjects defined below.

Language and Composition.

The importance of language training.

Oral and written composition, their relation, how habits of speaking and writing good English are formed.

Methods in oral and written composition; oral exercises as a means of obtaining free natural expression; principles governing criticism; relation of grammar to composition; the principles to be kept in view in conducting exercises in written composition.

Mechanics of written composition; sentence and paragraph structure; paragraph composition; punctuation marks, etc.

Materials for oral and written composition; principles governing the choice of topics in the different grades; outline of suitable material for different grades.

References:—

Chubb, *Teaching of English.*

Bates, *Talks on the Writing of English.*

Public School Manuals.

Spelling.

The course includes the following topics:

Methods of spelling; an examination of the various methods of teaching spelling; the adaptation of each to the nature of the words and to the individual mental characteristics of the pupils; lesson procedure in the junior grades; lesson procedure in the senior grades.

Material for spelling; principles of selection of materials for spelling.

Literature.

The aims in teaching literature.

The nature and elements of literature; selection of subject matter for literature lessons; qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable selections.

Supplementary reading; use of school and public libraries.

Methods in teaching literature.

Lesson procedure; teacher's preparation; pupil's preparation; total meanings grasped first; analysis of these; final reading.

References:—

Chubb, *Teaching of English.*

McMurry, *Special Method in reading of English Classics.*

Public School Manuals.

Grammar.

The topics to be discussed here are to be found in the prescription of work in grammar as a High School subject.

Arithmetic.

The aims in teaching arithmetic.

The scope of arithmetic; its relation to other subjects; its practical aspects.

The origin of number; the various steps involved in the development of the number idea.

Methods in arithmetic; analysis and synthesis; induction and deduction; graphic methods; use of concrete material; text-books and apparatus; devices to secure neatness, speed and accuracy in computation; mental arithmetic; problems and their solutions.

The various arithmetical operations; counting; notation and numeration; addition; subtraction; multiplication; division; factoring; cancellation; measures and multiples; fractions; applied arithmetic.

References:—

McMurry, *Special Method in Arithmetic.*
Smith, *The Teaching of Elementary Mathematics.*

History.

The topics to be discussed here are to be found in the prescription for High Schools.

Geography.

Methods of teaching elementary geography with detailed treatment of typical subjects; home geography; observational methods; uses of pictures, maps, globes, etc.

Commercial geography; factors determining commerce, with illustrations; treatment of the more common commercial commodities. Regional geography and topical geography.

References:

Holtz, *Principles and Methods of the Teaching of Geography.*
Geikie, *The Teaching of Geography.*
Redway, *New Basis of Geography.*
Frye, *Home Geography.*
Andrews, *Seven Little Sisters.*
Mill, *International Geography.*

METHODS IN HIGH SCHOOL SUBJECTS.

ENGLISH.

Grammar.

The purpose of teaching grammar; recognition of correct forms of speech; difficulty of overcoming the use of incorrect forms learned outside of school.

Analysis and interpretation of language.

Value of sentence analysis and of the study of functions and relations of words. The courses in grammar in elementary and secondary schools.

What work should be covered in the first year in the Lower School. Necessity for variety.

Work covered in the second year. Use of a text-book in grammar. The advantages and limitations of the inductive method in teaching grammar in the secondary school.

Composition.

Composition presupposes thought and feeling to be expressed and some one for whom they are expressed.

Value of composition to the individual in defining thought; social value which demands clearness and effectiveness of style.

Varieties of composition.—(1) Written, including the formal essay, class exercises and correspondence; (2) oral composition, including speeches and debates.

(1) *Written Composition.*

The formal essay; subjects suited to the age and experience of the pupil; different interests of pupils; planning of the essay; value of formal plans; preliminary discussion; writing of the essay; how often written; in school or at home; use of composition books; marking of the essay; system of signs used in indicating parts to be corrected; teacher's general criticism; rewriting of essays; discussion of errors in class; types of errors; value of individual work; self-criticism by the pupil.

The development of style; importance of choosing the best line of treatment; selection of subject matter.

Value of a knowledge of rhetorical principles, and practice in rhetorical analysis. Effect of the pupil's general reading upon his style.

Class exercises; aim to give the pupil command over the elements of form and expression; varieties of class work. Use of a text-book. Methods of dealing with exercises. Correspondence.

(2) *Oral Composition.*

How oral composition differs from written composition with respect to subject matter and expression. Aim of class work in oral composition; improvement of the pupil with respect to manner and self-confidence.

Form of speech; vocal control. How to conduct an oral composition lesson.

Spelling.

Causes of incorrect spelling. Necessity for teaching underlying principles; importance of a knowledge of derivation; value of rules.

Literature.

Literature in the secondary school.

Purpose of teaching literature.

Literature is (*a*) artistic work, (*b*) an expression of the ideal, (*c*) a reflection of life.

Poetry; the emotional and ethical elements in poetry; the artistic and imaginative in poetry.

Selections suitable for literature in the Lower School.

List of books for supplementary reading; complete wholes versus extracts. Lists of recommended books for outside reading. Use of the school library, and of public library.

Methods of teaching literature. The extensive and the intensive study of literature compared; difference in the treatment of long and short passages, and of narrative, lyric and dramatic literature.

Importance of the teacher's ability to read well; the preliminary reading of the selection; oral reading by the pupils after study; analysis of the passage; memorization; value of oral and written reproduction.

Methods of dealing with Supplementary Reading; means of testing the pupils' reading.

Oral Reading.

Methods of teaching reading; attention to the principles of vocal expression; time, including pause and phrasing; pitch; quality; force, including emphasis; place and limitations of imitative reading; class procedure.

References:—

Carpenter, Baker and Scott, *The Teaching of English.*
Chubb, *The Teaching of English.*
Public and High School Manuals.

HISTORY AND GEOGRAPHY.

History.

The scope and nature of the subject matter; the choice of materials for school use; what facts are of most worth.

The aim in teaching history; its value for discipline, for citizenship, for the understanding of present conditions.

The methods of teaching; the lecture method; the Socratic method.

Cause and effect in history; the use of sources; the conduct of the recitation; the individual work of the pupil; the acquiring of time and space relationships; the use of dates, charts, maps.

The study of civics. The correlation of history with geography, literature, composition. Supplementary reading in history; the historical novel; the school library. School societies and the conduct of public business.

The text-book, its use and abuse; bibliographies and works of reference; pictures and lantern slides.

The study of current events and present conditions in our own and in foreign lands; analogies with events and conditions of the past.

References:—

Bourne, *The Teaching of History and Civics.*

Report of Committee of Seven, *The Study of History in Schools.*

Public School Manuals, History.

Geography.

In addition to the work indicated for the Public School Course, the topics prescribed for High Schools will be dealt with, and the best methods of teaching will be considered. Special stress will be put upon the use of experimentation and observation.

References:—

Holtz, *The Teaching of Geography.*

Chisholm, *Handbook of Commercial Geography.*

Mill, *International Geography.*

Salisbury, *Physiography.*

Geikie, *The Teaching of Geography.*

Salisbury, Barrow & Tower, *Essentials of Geography.*

MATHEMATICS.

Arithmetic.

Its value and scope; its relations to other subjects on the curriculum. The origin of number; the development of the number concept, number pictures, number; the various steps involved in symbols; the unit, its nature and use; necessity for standard units; number a ratio. The Grube method, its merits and defects. The fundamental processes and their relations; graphic methods; use of concrete material for demonstrating, verifying and interpreting operations. Importance of training in neatness, accuracy and speed in computation: devices to secure these. The importance, place and treatment of mental arithmetic. The value of problems; the essentials of proper solutions; interest in problems for which the pupils furnish materials; problems depending on topics of local interest; when and how to assist pupils. The unitary method, its merits and limitations. The fraction considered as a quotient and as a part of a unit; development of the rules of fractions; decimals as special fractions and as complements of common notation; approximate results. Percentage and its applications to commercial arithmetic. Graphical work. Value of tables. Mensuration; the application of arithmetic to space relations; theoretical and practical methods; necessity for use of models. Square root.

Algebra.

Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules. The distributive law, the commutative law, the index law, the sign rule. The equation and its place in algebra. Factoring; highest common factor and least common multiple. Use of detached coefficients. Classes of simple equations. Symmetry and its applications in elementary algebra. Surds and imaginary quantities. Quadratic equations. Methods of dealing with problems and the objects to be kept in view in their solution. Correlation of algebra and geometry. Graphical methods of illustrating formulae and of interpreting the roots of simple and quadratic simultaneous equations.

Geometry.

Practical geometry to precede the theoretical; use of instruments; paper folding; necessity for accuracy. Distinction between practical geometry and geometrical drawing. Limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of fundamental truths. The place of definitions and axioms. The proposition, what should be done in the class and what at home. The analytic-synthetic method of dealing with propositions and deductions; the indirect method of demonstration; methods of class teaching and class hearing. Exercise of invention; the place and importance of exercises. The grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods.

References:—

Smith, *The Teaching of Elementary Mathematics.*
Young, *The Teaching of Mathematics.*
Fink, *A Brief History of Mathematics.*

CLASSICS.

Latin.

Pronunciation; exercises in oral reading from Caesar and Vergil. Vocabulary, its nature and extent, the importance of repetition; correlation with English; arrangement of common words under types. The use of sight reading at every stage as an aid to the acquisition of a vocabulary; other devices.

Inflection; introductory lessons; arrangement under types; hints on teaching various lessons such as on the third declension of nouns, on adjectives and on verb forms.

The teaching of syntax in connection with the translation of English sentences into Latin; the mode of treating it in connection with the passages of authors read. Hints on the teaching of various lessons such as on the Gerundive and Gerund, Conditional sentences, Time Clauses, Indirect Discourse and the like. Translation and kindred topics; object of the course in translation; the difference between reading and translating; the stage at which reading and translating should begin; the choice and use of

material for early reading in text-books and supplementary reading books. Method for reading at sight; hints for teaching translation lessons in Cæsar; oral reading of the text; oral and written translation; methods of dealing with difficulties of interpretation and faults in the form of rendering. The use of 'keys'; treatment of topics of grammar, history, archaeology, etc., arising naturally from the context; use of charts and other forms of illustration.

Special consideration of the translating of Vergil; introductory lessons in Vergil; hints on teaching various passages; the metre of the Æneid; memorization of typical selections.

Greek.

Aims and methods of teaching Greek; the importance of reading and translation. Oral work in Greek teaching; pronunciation and accents. Discussion of important lessons in White's First Greek Book; the order of the lessons.

Method in teaching Homer; Homeric language-forms and metre; typical introductory lessons on Homer.

The Classical Library.

Discussion of the merits of the best books for the teacher's library in Latin and Greek.

References:—

Bennett and Bristol, *The Teaching of Latin and Greek.*
Johnston, H. W., *Pamphlets on the Teaching of Caesar and Vergil.*
Hale, *Pamphlets on the Art of Reading Latin.*

MODERN LANGUAGES.

General Methods.

Methods as influenced by text-books, by size of classes and number of recitations per week. Direct method; oral work (including pronunciation) indispensable. Practical course in phonetics; use of phonetic charts.

Elementary classes, how to conduct them without a text-book; oral work combined with study of phonetics; conversation and how to conduct it. Dictation, when to begin, how to conduct a lesson, correc-

tion of errors, length of lesson, aids in teaching elementary classes. How to form a text-book of the pupil's notes. Grammar taught inductively from material taught by the teacher.

Grammar.

Inductive teaching. Value of grammatical rules. Repetition. Use of mnemonics. Deductive methods; special illustrative lessons on essentials of French and German grammar. Importance of the verb. How to conduct a profitable drill.

Translation.

When to introduce it; dangers to be avoided; transliteration and translation; various methods of conducting recitations; how to use the Reader; reading aloud by the teacher and by the pupil.

Composition.

Based on models; oral drill on the Reader; general principles; translation from English; free reproduction. Original themes and exercises; writing of letters. Methods of correction. How to use a vocabulary and dictionary.

References:—

Report of Committee of Twelve.
Heath & Co., *Methods of Teaching Modern Languages.*
Jespersen, *How to Teach a Foreign Language.*
Savory & Jones, *Sounds of the French Language.*
Bahlsen, *Teaching of Modern Languages.*
Brebner, *Method of Teaching Modern Languages in Germany.*
Sweet, *Practical Study of Languages.*
Dumville, *French Pronunciation.*
Rippman, *Elements of Phonetics.*
Breul, *Teaching of Modern Languages.*

SCIENCE.

General.

The course in science will be illustrated by demonstrations and practical work.

Fuller treatment of topics under elementary science. Laboratory equipment; methods of demonstration; use of technical terms. Theories, facts, scientific laws.

Text-books and reference books in science.

Chemistry.

Order of treatment; introductory work; chemical laws and theories; valency; formulae; equations; qualitative and quantitative experiments; chemical arithmetic.

Physics.

Methods in heat, light, sound, magnetism, electricity and mechanics.

Biology.

Methods of treatment; dissection; experiments with plants. The microscope, its care and use. School museums. Plant ecology. Relation of structure to function. Practical acquaintance with common plants and animals of Ontario.

Mineralogy.

Purpose of High School mineralogy; its relation to geography and chemistry. Physical properties of minerals; economic importance of minerals and rocks of Ontario; familiarity with common rocks and minerals.

References:—

Lloyd & Bigelow, *Teaching of Biology.*
Smith and Hall, *Teaching of Physics and Chemistry.*
Ganong, *The Teaching Botanist.*
Colton, *Zoology.*
Andrews, *Practical Course in Botany.*
Wilson and Hadley, *Elementary Chemistry.*
Gregory and Hadley, *Classbook in Physics.*

Part II.

While the same general purposes direct the courses in the subjects of Part I and Part II, special emphasis will be placed upon the academic review in the courses in the subjects of Part II.

ART.

Methods of teaching Art.

How to use the various mediums, pencil, charcoal, crayons, chalk, (on blackboard and on paper), brush with water colours.

Outline drawing of simple models and of objcts based upon them in freehand perspective.

Drawing in light and shade of simple models and of objects based upon them, in freehand perspective.

The study of colour; the standard colours, intermediate hues, neutralization of colour, scales of tones, colour harmonies and tone relations.

Composition and space filling.

Principles of design and their application to pictorial, decorative and industrial art.

Lettering.

The use of geometric forms and of forms conventionalized from nature.

Simple landscapes.

Simple figure drawing from cast and pose.

Use of the memory in drawing.

Drawing for reproduction. Principles of perspective. Illustrative or imaginative drawings. How to care for, mount and exhibit school drawings. Elementary modelling. How to study pictures. Outline of historic ornament and styles of architecture. A short history of the schools of art with outstanding artists.

References:—

Pollak and Quilter, *The Teaching of Drawing.*
Whitney, *Blackboard Drawing.*
Crane, *Line and Form.*
Prang, *Art Education for High Schools.*
Crane, *Bases of Design.*
Cross, *Colour Theory.*
Cross, *Light and Shade.*
Hatton, *Figure Drawing.*
Simonds, *Modelling.*
Caffin, *How to Study Pictures.*
Practical Drawing, Arts and Crafts Course.

BOOKKEEPING AND WRITING.

Business Papers.

Receipts, promissory notes, drafts, orders, deposit slips, cheques, bank drafts, bills of goods, invoices, accounts; endorsement and acceptance with consequent liability.

Bookkeeping.

Double and Single Entry; changing from single to double entry.

References:—

High School Text-books and Manuals.

Writing.

A brief outline of the different methods of teaching the subject. Penholding; position at the desk; position of the paper; the proper formation of the small letters and of the capitals, also of figures. Various movement exercises; practice on paper and on the blackboard.

Use of headlines and of copybooks; use of blank paper; its ruling; value of transcription, dictation and composition in writing; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

The course will include practical exercises in handwriting.

References:—

The Public and High School Text-books and Manuals.

MANUAL TRAINING.

The nature and scope of manual training; its educational and practical value; its correlation with other subjects. Exercises based on the activities and requirements of the school and the home; outlines of courses in the different forms of handwork.

A practical course based on the following outline, with concurrent instruction in methods; typical forms of constructive work adapted to the capacities of children in the lower grades. Cardboard work suitable for the higher grades of the public school. Modelling in clay or plasticine; materials and how they are kept; modelling natural forms. Mechanical drawing and freehand sketching; plans and blue-prints. Woodwork: The workshop, tools and materials, keeping tools in order, a short course in bench-work; designing.

References:—

Gilman and Williams, *Seat Work and Industrial Occupations.*

Kidner, *Educational Handwork.*

Sargent, *Fine and Industrial Art in Elementary Schools.*

Manual in Manual Training.

Row, *Educational Meaning of Manual Arts and Industries.*

ELEMENTARY SCIENCE.

Meaning of science and scientific method; educational value of science; experimental work, how conducted, how recorded; manipulation, glass working, making of simple apparatus; simple chemical operations as filtration, solution, evaporation, precipitation.

More advanced treatment of topics in Nature Study; methods in special topics of biology and physics of the Lower School. Elementary text-books.

References:—

Gregory and Simmons, *Lessons in Science.*

Gregory and Hadley, *Class-book in Physics.*

Bailey and Coleman, *First Course in Biology.*

Manual of Suggestions for Teachers of Elementary Science.

HOUSEHOLD SCIENCE.

The value of Household Science in the home, and in the elementary school; its effect in dealing with such topics as food production and manufacture, cooking processes, avoidance of waste, cleanliness, house construction from the housekeeper's standpoint, disposal of sewage in the country home, house furnishing, floor and wall treatment, kitchen equipment; food principles, selection, marketing and preservation of food; dietetics, home nursing; laundering; the function of art in common life; care of the home and its sanitation.

References:—

Wilson, *Handbook of Domestic Science and Household Art.*

Hutchison, *Food and Dietetics.*

Snyder, *Human Foods.*

MUSIC.

The course is both practical and theoretical, its special object being the training of the teacher in the music suitable for Public School pupils. The course will include:

1. *Tune*. All intervals of the Major Diatonic Scale, both from Tonic-Sol-Fa and Staff; the relative minor of each major key; transition to the dominant and sub-dominant (sharp and flat keys).

2. *Time*: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters and thirds, with the various combinations of these in simple and compound duple, quadruple and triple times. All the above in both Tonic-Sol-Fa and Staff Notations.

3. *Ear Training,* in time and tune, recognition of the rhythm and tones of short musical phrases when played or sung, and their expression in either notation.

4. *Voice Training;* Breath control, tone production, blending of the registers and general training for quality, range and flexibility.

5. *Sight Singing;* Singing from pointing on Modulator or Staff; Singing at sight, easy passages containing the varieties of time and tune mentioned above.

6. *Songs*: School songs in one or two parts, with special attention to accent, enunciation, phrasing, quality of tone and expression.

7. *Physiology;* Reference to anatomy of lungs, larynx and resonating cavities; various methods of breathing, action of vocal chords in production of tone and influence of resonating cavities upon quality; care of voice in speaking and singing.

8. *Methods.* Teachers-in-training will be instructed in the grading of school music to suit the development of pupils, and in methods of teaching both systems.

References:—

Educational Music Course, Teachers' Edition.
Teachers' Handbook of Tonic-Sol-Fa System.

NATURE STUDY.

Distinction from science; purpose; materials; methods, with detailed treatment of typical topics from Public School curriculum, as flowering plants, insects, birds and domestic animals. Experimental work on functions and habits of animals and plants. Experimental treatment of some common materials as soap, salt, water, air, milk, soil, candle flames, etc. Discussion of special topics as collections, weather records, bird migrations, aquaria, vivaria, school gardens, excursions. Relation of Nature Study to rural and urban life. Books on Nature Study.

References:—

Comstock, *Handbook to Nature Study.*
Scott, *Nature Study and the Child.*
Hodge, *Nature Study and Life.*

PHYSICAL TRAINING.

Exercises for Heart and Lungs:

Deep breathing, running, hopping, rapid walking, "chopping" (with wands, dumb-bells or freehand), etc.

Exercises for the Digestive Organs:

Circlings, lateral movements of trunk, "diving," etc., (with wands, dumb-bells or freehand).

Corrective Exercises, for overcoming certain deformities or lack of symmetry.

Balance Exercises, for overcoming certain deformities or lack of symmetry.

Balance Exercises, for promoting a graceful and well balanced carriage and for co-ordinating muscles.

Military Drill (for men only). The elements of squad and company drill, turning, marching, stepping, forming fours, etc. The formation of classes in position for physical drill signalling. Games and gymnastics, both indoor and outdoor.

Treatment of Emergencies. First aid in fractures, dislocations and sprains; drowning, suffocation and fainting; cuts and hemorrhage; other accidents or emergencies.

Muscular Development; Action of the muscles; Exercises for the systematic development (with or without apparatus) of neck, trunk, arms, legs.

Physiology and Hygiene:

Personal hygiene; Emergencies; Uses and care of organs of the body.

References:—

Barton, *Physical Training.*
Infantry Training, 1911.
Roberts, *Handbook of Free Standing Gymnastics.*
Gulick, *Hygiene Series.*
Martin, *Human Body* (Revised Edition).
Allen, *Civics and Health.*
Strathcona Trust—*Physical Exercises for Schools.*

READING.

Scope of reading; its correlation with other subjects; importance of training in reading; the pupil's previous preparation. The processes involved in reading; the relation of ideas to symbols; the association of visual, auditory and motor images in reading; conditions of the formation of accurate visual and auditory impressions; expression as conditioned by thought.

Forms of reading; methods in reading; the various ways of teaching beginners to read; devices for securing rapid word recognition and expressive reading. Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; the objects of advanced reading.

Mechanics of vocal expression; the principles of vocal expression; exercises for rendering the organs of speech subservient to the will.

References:—

Cullen, *Steps in the Phonic System.*
Clark, *How to Teach Reading in the Public Schools.*
Department of Education, *Manual of Primary Reading.*

COURSES FOR SPECIALISTS.

The examination for Specialists will test not only the candidates' skill in teaching and their familiarity

with methods of instruction, but also, *and in particular,* their knowledge of the academic work of their departments.

English.

The course in English for candidates for specialist certificates will include the following: A review of the work in English Grammar, Composition and Literature as prescribed in the High School Courses of Study. A knowledge of the organization of the course in English throughout the various forms of the High School. A detailed study of the methods of classroom procedure in the teaching of English and problems arising therefrom.

References:—

Carpenter, Baker and Scott, *The Teaching of English.*
Chubb, *The Teaching of English.*

History.

The work for Specialists in History will include (*a*) The study of particular periods of the prescribed history. (*b*) Discussion of courses in history suited for students of various ages, and of corresponding methods of teaching.

References:—

Keatinge, *Studies in the Teaching of History.*
Langlois and Seignobos, *Introduction to the Study of History.*
Allen, J. W., *The Place of History in Education.*

Mathematics.

In addition to the work of the General Course there will be a discussion of methods in trigonometry, the more advanced parts of algebra and geometry; the order of presentation so as to secure the most logical and impressive relation among the parts, the relations of the subjects themselves and the place of the teacher in dealing with more matured minds, etc.

References:—

Smith, *Teaching of Elementary Mathematics.*
McLellan and Dewey, *The Psychology of Number.*
Young, *Teaching of Mathematics.*
Fink, *A Brief History of Mathematics.*

Classics.

The course in translation will include an intensive study of methods, with their particular application to the teaching of the authors read in the Upper School; the relation of grammar to authors and composition; the order of the lessons; the selection of short sentences for the illustration of syntax; the construction of models for continuous prose; their relation to the text read; the methods of dealing with them in class; the best sources for continuous selections; typical composition lessons, oral and written.

References:—

Bennett and Bristol, *The Teaching of Latin and Greek.*
Johnston—*Pamphlets on the Teaching of Caesar and Vergil.*
Hale, *Pamphlets on the Art of Reading.*
Articles in the Classical Journal.

Moderns.

This course will lay special stress on the teaching of Phonetics, the Direct Method in the classroom, a study of French and German life, customs and institutions, use of wall pictures, and composition and reproduction work.

Science.

Relation of Science to other subjects; chief educational values of science, scientific periodicals and books, dealers in apparatus; Lantern projection, Photography and making lantern slides; Laboratory furniture, acquaintance with apparatus used in High Schools and practice in its use; Discussion of special topics in relation to High School curriculum.

References:—

Pearson, *Grammar of Science.*
Kerner, *Natural History of Plants.*

COURSE FOR INSPECTORS.

Modern Tendencies in Education, and *Modern Educational Systems.* (Two examination papers).

Modern Tendencies will include such topics as: The psychological aspect of education; The development of the pupil rather than of his intellect or of a

subject taught; Self-activity rather than directed effort in education; The development of capacity as an aim of school work; The use of interest and natural tendencies for school ends; Moral and aesthetic training; The relation of school to life; Heredity, environment and social requirements, both personal and general; The industrial aspects of school work; Education for urban and rural life; Medical inspection and care for physical welfare; uses of examinations.

Modern Educational Systems will require familiarity with the recent development and present status of the educational systems of Great Britain, France, Germany and the United States.

The following books *are suggested for reference*:—

Nature Study Leaflets, Ontario Agricultural College.
School Law and Regulations of Ontario.
Seath, *Education for Industrial Purposes.*
Scott, *Social Education.*
Dean, *The Worker and the State.*
Dewey, *The Educational Situation, School and Society.*
Balfour, *Educational Systems of Great Britain and Ireland.*
Paulsen, *German Education.*
Hughes, *The Making of Citizens.*
De Garmo, *Interest and Education.*
Snedden, *Vocational Education.*
Bailey, *The Nature Study Idea.*
Dutton and Snedden, *School Administration.*
Dexter, *History of Education in the United States.*
Burrage and Bailey, *School Sanitation and Decoration.*
Kern, *Among Country Schools.*
Shaw, *School Hygiene.*
Lyster, *School Hygiene.*
Elkington, *Health in the School.*
Perry, *School Administration.*

2. History of Public Education in Ontario (one examination paper).

Candidates should have an intelligent conception of the Educational System of Ontario. This conception implies a knowledge of the system in its present forms, higher, and, in particular, secondary and primary, and in its historical development. Refer-

ences suggested here are the general histories of Canada and Ontario, portions of recent Reports of the Education Department of Ontario, the biographies of Strachan and Ryerson, Public Education in Upper Canada (Coleman), etc.

3. School Administration and Law (one examination paper).

Candidates should familiarize themselves in general with the Public Schools Act, the Continuation Schools Act, the High Schools Act, the Truancy Act, the Industrial Education Act, Department of Education Act, the Public Libraries Act, the Schools Sites Act and the Regulations of the Education Department and in particular with the law and regulations in regard to the appoinment and authority, qualifications and duties of inspectors.

4. School Inspection, and Supervision of Instruction in Public School Subjects (one paper).

Candidates will be expected to show an intelligent appreciation of the responsibilities and duties attaching to the office of Inspector in Ontario. This will include methods of school management, relations of the Inspector to teachers, boards of trustees and the Department of Education; and also competency to give instruction in the various subjects of the Public School courses of study and to advise teachers who may need help in their work.

The only reference suggested is the School Law and Regulations of Ontario. For the rest the candidate must obtain information of official practice in inspection, and must rely upon his experience in school management and class instruction, supplemented by such books and reports as he may deem pertinent.

DEGREES IN PEDAGOGY.

Recent Statutes have made important changes in the former regulations as to the degrees in Pedagogy. The fee schedules have been readjusted; the course themselves have been reorganized in sympathy with later movements in education and have been made more professional in character. The examinations have been divided into subjects to be taken in the same or different years; and, through the staff of the Faculty of Education, the University will give assistance in the form of suggestions as to reading to all candidates for the degrees. It may be added that the Education Department of Ontario exempts the holder of the Degree of B. Paed, or D. Paed, from one or two (as the case may be) of the seven years of experience required of candidates for Inspectors' certificates.

Candidates who have enrolled under the old courses may continue in those courses or they may transfer to the new courses outlined below with *pro tanto* standing for the examinations in which they have already passed. No examinations will, however, be given in the old courses after December, 1915.

DEGREE OF BACHELOR OF PEDAGOGY

The degree of Bachelor of Pedagogy (B.Paed) is granted to students in the Faculty of Education under the following conditions:—

1. The candidate shall hold (*a*) a degree in Arts, not being an honorary degree, from a university in the British Dominions; and (*b*) a first class or High School Assistant's certificate granted by the Department of Education of Ontario, or a certificate of equal value.

2. The candidate shall pass examinations in the Science of Education, in Educational Psychology, in the History of Education and Educational Systems, and in Educational Administration and Organization.

3. Before he completes the examinations for the degree the candidate shall submit certificates of at least two years' successful experience in teaching.

4. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination. The fee for registration is $10.

5. The examination shall be held in December at Queen's University or in any other locality chosen by the candidate and approved by the Senate, and under a presiding examiner appointed by the Senate, provided the candidates thereat defray the cost of the local examination. The candidate shall send notice not later than the 1st of November of his intention to take the examination and of the locality he has chosen for such examination.

6. The examination fee is $10 for the full examination or $3 for each subject if taken separately. The fee for the degree is $20. All fees shall be paid to the Bursar with the application for registration or examination as the case may be.

7. The work in each subject may be taken and will be examined on separately. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject. The candidate who obtains 60 per cent. of the marks of each subject and 75 per cent. of the aggregate of marks shall be awarded a degree with Honours.

8. Subjects of Examination:

(The bibliographies given below are not obligatory; they are suggestive only).

The Science of Education, including a study of the Philosophical, Ethical, and Social Bases of Education (two papers).

References:

Alexander, *A Short History of Philosophy.*
Watson, *Outlines of Philosophy.*
Mill, *Utilitarianism.*
Ruediger, *Principles of Education.*
Spencer, *Education.*

Bagley, *The Educative Process.*
Dewey, *The School and Society. The School and the Child.*
MacCunn, *The Making of Character.*

Educational Psychology (two papers).

References:

Adams, *Herbartian Psychology applied to Education.*
Claparede, *Experimental Pedagogy.*
Hall, *Aspects of Child Life and Education.*
James, *Text Book of Psychology.*
McDougall, *Physiological Psychology.*
Morgan, *Animal Behaviour.*
Münsterberg, *Psychology and the Teacher.*
Pillsbury, *Essentials of Psychology.*
Pyle, *The Outlines of Educational Psychology.*
Rowe, *Habit Formation and the Science of Teaching.*
Sandiford, *Mental and Physical Life of School Children.*
Seashore, *Elementary Experiments in Psychology.*
Slaughter, *The Adolescent.*
Stout, *Groundwork of Psychology.*
Titchener, *Textbook in Psychology.*

History of Education (two papers).

References:

Graves, *History of Education* (3 vols.).
Monroe, *Textbook in the History of Education.*
Freeman, *Schools of Hellas.*
Wilkins, *Roman Education.*
Monroe, *Source Book of the History of Education.*
Woodward, *Vittorino da Feltre and other Humanistic Educators.*
Parker, *History of Modern Elementary Education.*
Monroe, *Comenius.*
Davidson, *Rousseau and Education according to Nature.*
Green, *Pestalozzi's Educational Writings.*
De Garmo, *Herbart and the Herbartians.*
Fletcher and Welton, *Froebel's Chief Educational Writings.*

School Administration (two papers).

References:

Balfour, *Educational Systems of Great Britain and Ireland.*

Bolton, *The Secondary School System of Germany.*

Brown, *American High Schools.*

Dutton & Snedden, *Administration of Education in the* United States.

Eliot, *Educational Administration.*

Farrington, *The Public Primary School System of* France.

Farrington, *French Secondary Schools.*

Greenough, *The Evolution of the Elementary Schools of Great Britain.*

Hollister, *High School Administration.*

Monroe, *Cyclopaedia of Education.*

Butler, *Education in the United States.*

Hughes, *The Making of Citizens.*

Seeley, *The Common School System of Germany.*

DEGREE OF DOCTOR OF PEDAGOGY.

The degree of Doctor of Pedagogy (D.Paed.) is granted to students in the Faculty of Education under the following conditions:

1. The candidate shall hold a degree in Arts, not being an honorary degree, from a University in the British Dominions and a first class or High School assistant's certificate or its equivalent.

2. Before he completes the examinatitons for the degree, he shall submit evidence of at least three years' successful experience as teacher or inspector.

3. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination. The fee for registration is $10.

4. The candidate shall pass examinations in the Science of Education, Educational Psychology, the History of Education, and Educational Administration and Organization. He shall also submit on or before November 1st, a thesis on some educational topic selected with the approval of the Faculty of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account.

The Science of Education, including a study of the philosophical, ethical and social Bases of Education (two papers).

References:

Bosanquet, *Education of the Young in Plato's Republic.*
Adams, *The Evolution of Educational Theory.*
Bosanquet, *The Philosophic Theory of the State.*
Adamson, *Outlines of Modern Philosophy.*
Hobhouse, *Morals in Evolution.*
Croce, *Philosophy of the Practical* (Trans. Ainslie).
Henderson, *Textbook in the Principles of Education.*
Ward, *Applied Sociology.*
Cooley, *Human Nature and the Social Order.*

Educational Psychology (two papers).

References:

Baldwin, *Mental Development, Methods and Processes.*
Baldwin, *Mental Development, Social and Ethical Interpretations.*
Darroch, *The Place of Psychology in the Training of the Teacher.*
Galton, *Inquiries into Human Faculty.*
Hall, *Adolescence,* 2 vols.
Heck, *Mental Discipline.*
Hobhouse, *Mind in Evolution.*
Huey, *Psychology and Pedagogy of Reading.*
James, *Principles of Psychology,* 2 vols.
Judd, *Genetic Psychology for Teachers.*
Ladd & Woodworth, *Elements of Physiological Psychology.*
MacDougall, *Social Psychology.*
Münsterberg, *Psychology and the Teacher.*
Myers, *A Textbook of Experimental Psychology.*
Pearson, *The Grammar of Science.*
Rusk, *Introduction to Experimental Education.*
Shinn, *Biography of a Baby.*
Sully, *Studies of Childhood.*
Thorndike, *Animal Intelligence.*
Thorndike, *Educational Psychology,* 2 vols.
Tracy, *Psychology of Childhood.*
Whipple, *Manual of Mental and Physical Tests.*

The History of Education and Educational Systems from 1800 *to the present day,* with special reference to Germany, France, Great Britain, the United States, and Ontario (two papers).

References:

Balfour, *The Educational Systems of Great Britain and Ireland.*
Brown, *The Making of our Middle Schools.*
Coleman, *Public Education in Upper Canada.*
Dexter, *History of Education in the United States.*
Farrington, *The Public Primary School System of France.*
Farrington, *French Secondary Schools.*
Findlay, *Arnold at Rugby.*
Fletcher & Welton, *Froebel's Chief Educational Writings.*
Graves, *History of Education* (Vol. 3).
Green *Pestalozzi's Educational Writings.*
Herbart, *Outlines of Educational Doctrine* (Lange and *De Garmo*).
Monroe, *Textbook on the History of Education.*
Parker, *History of Modern Elementary Education.*
Paulsen, *German Education Past and Present.*
Putman, *Egerton Ryerson and Education in Upper Canada.*
Russell, *German Higher Schools.*
Spencer, *Education.*

Candidates are also advised to consult, if accessible, the following:

The Special Reports of the English Department of Education.
The Reports of the United States Commissioner of Education.
The Reports of the Minister of Education, Ontraio.
Monroe's Cyclopedia of Education and Hodgins' Documentary History of Education in Upper Canada.

Educational Administration and Organization (two papers).

References:

Brown, *The Training of Teachers for Secondary Schools.*
Burstall and Douglas, *Public Schools for Girls.*

Farrington, *The Public Primary School System of France.*
Farrington, *French Secondary Schools.*
Johnson, *High School Education.*
Kandel, *Elementary Education in England.*
Kandel, *The Training of Elementary Teachers in Germany.*
Norwood and Hope, *Higher Education of Boys in England.*
Acts, Regulations, Instructions, of the Department of Education for Ontario.
Paulsen, *German Education Past and Present.*
Payne, *Public Elementary School Curricula.*
Russell, *German Higher Schools.*
Sachs, *The American Secondary School and Some of its Problems.*
Sandiford, *The Training of Teachers in England and Wales.*
Seath, *Education for Industrial Purposes.*
Strayer and Thorndike, *Educational Administration.*

Candidates are advised to consult, if accessible, the Special Reports of the United States Commissioner of Education, the Reports of the Minister of Education, Ontario, and Monroe's Cyclopaedia of Education.

Note: By a joint arrangement with the Faculty of Education of the University of Toronto, summer courses for candidates for degrees in Pedagogy are offered as follows:—

In the summer of 1914, in School Administration and in Educational Psychology at the University of Toronto.

In the summer of 1915, in the Science of Education and in the History of Education at Queen's University.

The giving of these courses is conditional upon a sufficient number of applications being received.

REGISTER OF STUDENTS, FACULTY OF EDUCATION, 1913-14.

Advanced Courses.

Adams, John Gordon ..... Cardinal, Ont.
Allin, C. Stanley ..... Whitby, Ont.
Broad, Luella Louise ..... Wellington, Ont.
Cameron, John Herbert ..... Newburgh, Ont.
Fleming, Robert Wm. ..... Watford, Ont.
Forester, Edith ..... Bath, Ont.
Fraser, James Eadie ..... Breadalbane, Ont.
Fraser, Mary Anderson ..... Breadalbane, Ont.
Gillespie, Grace Adelle ..... Campbellford, Ont.
Henry, Victor Roland ..... Morrisburg, Ont.
Lawrence, Lulu A. H. ..... Sydenham, Ont.
MacIntyre, Euphemia ..... Kemptville, Ont.
McArran, Helen ..... Waldo, B.C.
Maxwell, Mabel I. ..... L'Orignal, Ont.
Nash, Ruby Constance ..... Bath, Ont.
Otto, George Stanley ..... Elmira, Ont.
Shales, Walter Elmer ..... Perth Road, Ont.
Shales, William Elmo ..... Perth Road, Ont.
Shorey, Percival M. ..... Lindsay, Ont.
Singleton, Blanche ..... Soperton, Ont.
Stothers, Frederika ..... Ottawa, Ont.
Thomas, Isabel Fannie ..... Fredericton, N.B.
Turner, Allan, Jr. ..... Brockville, Ont.
Wingard, Kathleen ..... Morrisburg, Ont.
Yorke, Charles G. ..... Verona, Ont.

General Course.

Annable, Nellie Olive ..... Winchester, Ont.
Barlow, Helen ..... Lyn, Ont.
Brennan, John B. ..... Toronto, Ont.
Elliott, Eva S. ..... St. Thomas Ont.
Elliott, Letitia J. ..... Peterborough, Ont.

Ettinger, John G. . .....Kingston, Ont.
Fraser, Annie Bell .....Kenmore, Ont.
Fraser, Christine M. .....Kenmore, Ont.
Griffin, Elizabeth H. (Sister St. Dorothy) .....
Grey Nuns' Convent, Water St., Ottawa
Johnston, Essie G. .....Newburgh, Ont.
Kemp, Daniel S. .....Ottawa, Ont.
Latour, Chas. A. .....Ste. Emile Jct., Joliet Co., Quebec
Lee, Wm. John .....Ottawa, Ont.
McGuire, Sarah (Sister St. Geraldine) .....
Grey Nuns' Convent, Water St., Ottawa
Maher, Margaret (Sister Mary Aurelia).....
Grey Nuns' Convent, Water St., Ottawa
Maxwell, Thomas P. .....Kingston, Ont.
Milling, Edith . .....Napanee, Ont.
Mooney, Jessie May .....Kilburn, Ont.
Nash, Mary Victoria .....Bath, Ont.
Myers, Willis F. .....Ottawa, Ont.
Nesbitt, Lela Theresa .....Avonmore, Ont.
O'Meara, Edna (Sister Mary Edna) .....
St. Vincent de Paul Hospital, Brockville, Ont.
Powell, Mabel .....Prescott, Ont.
Simpson, John M. .....Barriefield, Ont.
Smith, Donald G. .....St. Thomas, Ont.
Summerby, Frederika .....Paris, Ont.
Wilson, Dorothy . .....Markdale, Ont.

Courses for Specialists only.

Bigelow, Sadie S. . .....Aultsville, Ont.
Bunton, George W. .....Port Hope, Ont.
Girdler, Chas. A. .....Kingston, Ont.
Higginson, Maria .....Hawkesbury, Ont.
Lauder, Beatrice .....St. Catharines, Ont
McEachern, John G. .....St. Thomas, Ont.
McGill, David . .....Paisley, Ont.
McLeish, Sarah .....Parkhill, Ont.
Reid, Jean G. .....Renfrew, Ont.
Scott, Dorothea L. .....Forest, Ont.
Whitton, L. Pearl .....Brighton, Ont.
Zavitz, Arthur S. .....Waterford, Ont.

Course for Inspector.

Jordan, A. A. .....Sturgeon Falls, Ont.

Courses for Degrees in Pedagogy.

Colquhoun, A. D. ..... Ottawa, Ont.
Copeland, G. E. ..... Port Hope, Ont.
Edwards, C. H. ..... Ottawa, Ont.
Everts, H. A. ..... Canora, Sask.
Foley, R. S. ..... Toronto, Ont.
Karr, W. J. ..... Ottawa, Ont.
Keyes, S. J. ..... Peterborough, Ont.
Lamb, W. J. ..... Walkerton, Ont.
McCutcheon, J. M. ..... Stratford, Ont.
McDougall, A. J. ..... North Bay, Ont.
Norris, J. C. ..... North Bay, Ont.
McGill, G. W. ..... Toronto, Ont.
Walker, A. J. ..... London, Ont.
Stickle, W. A. ..... Vegreville, Alta.